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ABSTRACT

This 1978-1979 annual report of the Social Services Component of Early Childhood Programs provides a description of the types and quantities of activities undertaken by social service workers in four Philadelphia programs: Child Care, Original Follow Through, Get Set Day Care and Pre-Kindergarten Head Start. Social services, which are mandated in these programs, are provided by Social Workers in Child Care, Get Set Day Care, and Pre-Kindergarten Head Start and by Parent Involvement Coordinators in the Original Follow Through Program. Data for this report, obtained from reporting forms designed by the Early Childhood Evaluation Unit, provided the following information: (1) Most programs operated in a manner that allowed them to attain their specific program objectives or performance standards. (2) The 88 social service workers within the mandated programs made a total of 174,064 contacts. Of these, 94,258 contacts were with parents or guardians, 26,687 contacts were with other program personnel and 20,832 contacts were with community agencies. (3) The majority of contacts with parents or guardians in the three preschool programs were by telephone conference and school or site conference, while contacts with parents in the single school age program, Original Follow Through, were made through home visits. (4) Of the 5,093 families identified as needing special assistance, help was offered to all. (5) For 3,954 (78%) cases, services were successfuly completed. (Author/MP)

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SOCIAL SERVICES
1978-1979

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Report Number 8045

April, 1980

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ABSTRACT

The 1978-1979 annual report of the Social Services Component of Early Childhood Programs provides a description of the types and quantities of activities undertaken by the social service workers in four programs where there is a mandated component. Social Services are mandated in the four programs: Child Care, Original Follow Through, Get Set Day Care and Pre-Kindergarten Head Start. Social services were provided by Social Workers in Child Care, Get Set Day Care, and Prekindergarten Head Start. In the Original Follow Through program, social services were provided by Parent Involvement Coordinators. Data were obtained from reporting forms designed by the Early Childhood Evaluation Unit.

Most programs operated in a manner that allowed it to attain its specific program objectives or performance standards. There were 88 social service workers within the programs mandating social service. These social service workers made a total of 174,064 contacts. There were 94,258 contacts with parents or guardians, 26,687 contacts with other program personnel and 20,832 contacts with community agencies. The majority of contacts with parents or guardians in the three preschool programs were by telephone conference and school or site conference, while contacts with parents in the single school age program, Original Follow Through, were made through home visits. Of the 5,093 families identified as needing special assistance, help was offered to all. For 3,954 (78%) cases services were successfuly completed.

Evaluation of social services has remained on the descriptive level and

has focused on the quantity of contacts conducted by the social service providers. This approach has provided information on the basic structure of service delivery. With the exception of the increased number of contacts, the service pattern generally has been consistent for both the 1977-1978 and 1978-1979 program year.

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EVALUATION OF SOCIAL SERVICES IN EARLY CHILDHOOD PROGRAMS, 1978-1979

I. INTRODUCTION

A. Program Description

The Office of Early Childhood Programs has the responsibility of managing, through coordination of all activities of the program directors and their staffs, eleven early childhood programs in the School District of Philadelphia. Through its largest programs alone, the Office of Early Childhood Programs provides comprehensive services (almost invariably in the form of four major components: 1. Educational/Developmental, 2. Parent Involvement, 3. Staff Development, and 4. Special Supportive Services) to almost 50,000 children in more than 400 sites. In addition, the Office of Early Childhood Programs provides funding, either directly or through individual program auspices, to support the Early Childhood Evaluation Unit which is part of the Division of Priority Operations Evaluation Services within the Office of Research and Evaluation. Social Services are mandated in four early childhood programs in Philadelphia: Child Care, Original Follow Through, Get Set Day Care, and Prekindergarten Head Start. All references to school age programs refer to the Original Follow Through Program. The Social Services component annual report focuses on the types and frequency of activities undertaken by the social service workers in these four programs.

B. Evaluation Techniques

1. Social Service Workers recorded their activities on a reporting

form (designed by ECEU) which centers could use either monthly or or quarterly. 2. Objective statements and functions for social service workers were obtained from each program's proposal or Performance Standard Manual.

C. Previous Findings

Within the programs mandating social services, 88 service workers made 93,799 contacts with parents, staff and community agencies. There were 1686 families in need of services during the program year and 68% were rendered services.

Areas of discussion were on admission/recruitment, child's attendance and maintaining home-school liaison functions. Methods of contacts in pre-school programs were through the use of the telephone and center conferences while in the school/age Original Follow Through program home visits were the predominant mode of contact.

Child Care and Head Start fully provided their intended areas of service functions. The extent of services provided in Get Set Day Care was also sufficient. Follow Through met one of its two objectives.

II. EVALUATION DATA/1978-1979

A. Goals/Specific Objectives Addressed

1. Child Care goals reflect this program's purpose of providing " a Day Care service for children whose parents have to be out of the home a major part of the day because of work, education

or training, or major illness." In fulfilling the program's purpose, it is the responsibility of the caseworkers to (a) conduct intake in a manner that stresses the "shared responsibility of center and family," (b) identify unmet needs of the child or family, (c) monitor children's progress in growth and development, and (d) "enlist other center or outside resources as needed" to assure the child's/family's well being.

2. The Original Follow Through Program has a mandated social services component whose general purpose is to "link the Follow Through project, the family, and related community resources and services"; the component's services must help "low-income families deal with or prevent problems which limit the realization of their full potential." Follow Through is in large part Title I funded, in addition to basic Community Services Act (CSA) funding, and regularly attempts attainment of the following specific performance objectives related to its general goals: (a) that at least 85% of the families be visited and (b) that at least 50% of the families identified as being in need receive on-going social service help during the year.

3. Get Set Day Care is funded under Title XX of the Amended Social Security Act of 1975 and as a child day care program under this act is subject to two broad goals: (a) helping families to achieve or maintain self-sufficiency including reduction or prevention of dependency, (b) preventing or remedying neglect, abuse or exploitation of children and adults unable to protect their own interest, or

preserving, rehabilitating, or reuniting families.

4. The Prekindergarten Head Start Program has five broad objectives (goals): (a) to establish and maintain an outreach and recruitment process which systematically ensure enrollment of eligible children, (b) to provide enrollment of eligible children regardless of race, sex, national origin, or handicapping condition (to meet a mandate requiring that at least 10% of the enrollment opportunities be provided to handicapped children, (c) to achieve parent participation in the center and home program and related activities, (d) to assist the family in its efforts to improve the conditions and quality of family life, and (e) to make parents aware of community services and resources and facilitate their use.

Program objectives that relate to social services will be addressed in this report. All responses to specific program objectives (goals) are to be found in the individual program reports. In addition, specific goals that relate to areas other than social services are reported in the appropriate component report, i.e., goal "C" for Prekindergarten Head Start will be found in the Parent Involvement Component Report.

B. Evaluation Questions Addressed

Note: Source of response to questions is meant to be evident from Evaluation Techniques section above unless otherwise indicated.

1. How many participating families were identified as needing special assistance of the Social Workers, by programs?

Data in Table 1 columns 1 - 3 show that in Get Set Day Care and the Child Care program over 70% of the families were identified as needing special assistance. Data were submitted by Get Set Day Care on two different forms. For the first four months data were submitted on the preexisting "Social Services Personal Monthly (SSPM) report, and for the following six months on the ECEU developed form. Though the SSPM report allow for the recording of similar information, the difference in format between this form and the ECEU form does not permit the inclusion of Get Set in certain categories of comparatively reported data. Data in this report, therefore, are 10 month estimated figures based on actual 6 month data. Based on previous years data and conversations with program staff, these estimates appeared to be fairly accurate indicators of actual figures.

In Original Follow Through and Prekindergarten Head Start over 48% of the families were identified as being in need of this service.

The families were identified as needing special assistance either through self-referrals or outside agencies' referrals to the program Social Service Worker as a result of regular contacts with the families. A total of 5,093 families, 63% of the entire 8112 families in all four programs, were identified as being in need of assistance.

TABLE 1
Number of Families Identified as Needing Special Assistance and the Number of Families Receiving Services

Early Childhood Programs	Total Number of Families	Families Identified in Need of Service			
		Number of Families Identified as Needing Assistance		Number of Families Assisted	
		N	%	N	%
Get Set	3744[1]	2703	72.2	2035	75.3
Original Follow Through	2285	1115	48.8	946	84.8
Head Start	1115	557	49.9	384	68.9
Child Care	968	718	74.1	588	82.0
Total	8112	5093	62.8	3953	77.6

1. This figure reflects the estimated number of families for a 10 month period.

2. What proportion of the families identified as being in need received the necessary assistance by program?

Of these families identified as needing special assistance, 2035 (75.3%) families in Get Set Day Care, 946 (84.8%) families in Original Follow Through, 384 (68.9%) families in Prekindergarten Head Start and 588 (82%) families in Child Care received assistance. Data in Table 1 column 4 show the number of families assisted.

Across the four programs, 3954 (78%) of the 5093 families in need received assistance.

As indicated above, the specific Original Follow Through program objective requiring "that at least 50% of the families identified as being in need receive on-going social service" was achieved. A total of 946 (84%) families received on-going assistance during the course of the year.

3. What were the principal types of social service worker's contact with families?

Intake-Termination Process and Recruitment were the most frequently reported types of Social Worker-family contacts for all prekindergarten programs. The percentages of contacts were as follows: Get Set Day Care (26.29%), Prekindergarten Head Start (30.27%) and Child Care (30.58%). Classroom Attendance/Behavior of the Child concerns (26.24%) comprised the largest percentage of contacts made by Social Service Workers (Parent Involvement Coordinators) in the Original Follow Through program. The percentages presented in Table 2 are based on the total number of contacts made by Social Service Workers within each program.

Within each program the following ranking or type of contact by order of frequency occurred during this past year:

	Classroom Attendance/ Behavior	Child Physical Health	Child Mental Health	Child Program Report	Sharing Program Information	Sharing Information Re: Community Agencies	Parent's Employment/ Training/ Education/ Illness	Intake-Termination Process & Recruitment	Other
Child Care	6	5	8	7	2	4	3	1	9
Follow Through	1	2	8	4	3	5	9	7	6
Get Set	3	4	9	5	2	7	6	1	8
PreK Head Start	3	6	9	8	2	5	7	1	4

In the Original Follow Through program the comparatively few contacts for Intake-Termination Process and Recruitment (5.78%) was due to the fact that admissions and terminations for the Original Follow Through program are primarily linked to public school enrollment policy. Similarly, for Get Set Day Care and Prekindergarten Head Start, the low frequency

of contacts for Child Mental Health, 1.31% and .16% respectively, reflect the fact that each of these programs has a separate mental health component staffed by full time psychologists. For a complete overview of the proportions of contacts by type made by the Social Service Workers within each program refer to Table 2.

The following information pertains to the Child Care Program. Based on program records, interviews with staff personnel, and on site observations, the social workers functioned in a manner that fulfilled their responsibility to "conduct intake in a manner that stressed the shared responsibility of center and family", to "identify unmet needs of the child or family", and to "monitor children's progress in growth and development."

TABLE 2

NUMBER OF SOCIAL-WORKER-PARENT CONTACTS
RELATED TO TYPES OF PRESENTING PROBLEMS

PRESENTING PROBLEM	GET SET[1]		ORIGINAL FOLLOW THROUGH		HEAD START		CHILD CARE	
	N	%	N	%	N	%	N	%
Classroom Attendance Behavior of Child	11651	18.02	2794	26.24	2028	22.27	927	9.43
Child's Physical Health	5368	8.30	2324	21.83	329	3.61	958	9.75
Child's Mental Health	848	1.31	395	3.71	15	.16	222	2.26
Child's Progress Report	5196	8.03	883	8.29	40	.44	810	8.24
Sharing Program Information with Family	12460	19.27	1805	16.95	2372	26.04	1765	17.96
Sharing Information About Community Agencies	4485	6.94	784	7.36	627	6.88	1003	10.20
Parent's Employment/ Training/Education Illness	4706	7.28	347	3.26	93	1.02	1077	10.96
Intake-Termination Process & Recruitment	17000	26.29	615	5.78	2757	30.27	3006	30.58
Other	2957	4.57	700	6.57	847	9.30	61	.62
Total	64671	100.01[2]	10647	99.99	9108	99.99	9829	100.00

[1]These figures are based on an estimated number of contacts for a 10 month period.

[2]Percentages do not total exactly 100 due to founding.

4. What were the most frequently used methods employed to contact program families?

Phone contacts (36.80%) and center conferences (32.23%) were the most frequently used methods of Social Worker-family contacts in the Get Set Day Care program. Similarly, as can be seen in Table 3, columns 3 and 4, the same modes of contacts were used most often in Child Care and Prekindergarten Head Start. The Original Follow Through program, however, reported Home Visit (39.68%) and Phone Contact (25.65) in that order as the most frequently used methods.

As can be seen, two patterns of contacts emerge from the data in Table 3; one in which home visits were minimally used and one in which home visits accounted for a substantial percentage of contacts. Child Care and Get Set Day Care demonstrated the first pattern with the limited home visits. The Original Follow Through program and Prekindergarten Head Start demonstrated the second pattern. An important reason for the minimal use of home visits by Social Service Workers in two of the preschool programs is the program's admission policy. In order to enroll their children in these programs parents must either be employed, enrolled in a training program or attending school, hence home visits do not represent a viable method. These requirements do not apply to those programs conforming to the second pattern.

The data received indicated the Original Follow Through program objective "that at least 85% of the families be visited "was not achieved. The data show that 1576 (69%) families were visited during the 1978-1979 school year. Many parents are working and the Parent Involvement Coordinators do not make home visits after working hours although they may telephone homes.

To achieve its program objective "to help families achieve or maintain self-sufficiency," social workers in Get Set Day Care made 4,705 (7.28%) contacts relating to parent's employment, training, education and illness.

TABLE 3

Methods of Contacts Between Parents and Social Service Workers

	Get Set[1]		Original Follow Through		Head Start		Child Care	
	N	%	N	%	N	%	N	%
Phone Contacts	20326	36.80	3428	25.65	3469	37.17	4975	40.93
Home Visits	832	1.51	5303	39.68	2574	27.58	10	0.08
Conference at Center	17802	32.23	1916	14.34	3065	32.84	4844	39.83
Other[1]	16277	29.47	2716	20.32	224	2.40	2327	19.14
Total	55237	100.01[2]	13363	99.99	9332	99.99	12156	100.00

[1] These totals were based on estimated figures for 10 months.
[2] Percentages do not total 100 due to rounding.

5. What proportion of the social service worker's contacts were with community agencies and program personnel?

In the Original Follow Through program, 32.94% of the total contacts made by the Social Service Worker (Parent Involvement Coordinator) were with program personnel and outside agencies. The percentage of non-family contacts made by Social Service Workers in Get Set Day Care, Child Care and Prekindergarten Head Start were 24.40%, 36.76% and 31.49% respectively.

Data in Table 4 show the number and percent of non-family contacts made within each program.

The data indicate that Child Care met its objective to "enlist other center or outside sources as needed "to assure the child's/family's well being. As mentioned 32.94% of the contacts were non-family contacts. Of this number, 3549, (54%) were agency contacts.

For Get Set Day Care, 7578 (42%) of their contacts were with outside agencies. Thus, the program appeared to function in such a way that the program objectives of "preventing or remedying neglect, abuse, or exploitation of children and adults unable to protect their own interest" was met.

Finally, the 1570 agency contacts reported for Prekindergarten Head Start, demonstrated that the social service workers met the program goals "to assist the family in its own efforts to improve the conditions and quality of family life" and "to make parents aware of community services and resources and facilitate their use."

TABLE 4

Number of Contacts Made with Community Agencies and School Personnel

	Get Set Day Care		Original Follow Through		Prekinder-garten Head Start		Child Care	
	N	%	N	%	N	%	N	%
Sharing/Exchanging Information with Community Agencies	2865	16.07	790	12.04	354	8.25	1095	15.49
Referrals	1862	10.44	1904	29.01	452	10.54	874	12.37
Acting on Child/Adults Behalf	2851	15.99	855	13.03	764	17.81	1165	16.49
Conference with Program Personnel	10254	57.50	3014	45.92	2720	63.40	3933	55.65
TOTAL	17832	100	6563	100	4290	100	7067	100

C. Summary and Conclusions

Social Services are mandated in four programs in Philadelphia: Get Set Day Care, Original Follow Through, Prekindergarten Head Start and Child Care. This report focuses on their accomplishments in this area.

Most programs operated in a manner that allowed it to attain its specific program objectives or performance standards. Within the programs with mandated social services, a total of 88 social service workers made 174,064 contacts of which 54% were with parents or guardians, 12% with community agencies, 15% with program personnel and 19% unspecified contact.

The number of families receiving assistance after being identified as in need, were similar between the different programs. In Get Set Day Care and Child Care nearly 75% of the families were identified as needing assistance. In both of these programs the vast majority of the identified families were assisted at least once. In Original Follow Through and Prekindergarten Head Start about one-half of the families were identified and at least 70% of these families were assisted. Continued assistance, families seen two or more times, varied within programs. The percentages ranged from 50% to 90%.

The following are the patterns of contacts within each program. Approximately 45% of the contacts in the Get Set Day Care and 39% of the contacts in the Child Care programs centered around intake-termination-recruitment processes and sharing program information with the family. The usual modes of contacts were phone conferences or conferences at the center.

In Prekindergarten Head Start, approximately 54% of the Social Worker-family contacts centered around intake-termination-recruitment and classroom attendance/behavior of the child. All three methods of contacts were used; phone conferences, conferences at center and home visits.

Within the Original Follow Through program, at least 47% of the contacts were for the purpose of child attendance/behavior of the child and health services. Approximately 20% of the contacts were for sharing program information with the family. The common modes of contacts were phone conferences and home visits. The Original Follow Through Program made home visits to 69% of its entire population of families, but this was still below its demanding criterion of 85% home visits.

The problem of reporting a large percentage of unspecified contacts as described in the 1977-78 report has been greatly reduced. Further reduction is necessary, however, to accurately demonstrate program data. In addition, Social Service Workers in several of the programs are still refining their use of the social service data collection form. The Evaluation Unit is providing technical consultation of this regard.

TABLE 1

GET SET DAY CARE

NUMBER OF FAMILIES IDENTIFIED AS NEEDING SPECIAL ASSISTANCE
AND THE NUMBER OF FAMILIES ASSISTED

Program	Average Number of Families	FAMILIES IDENTIFIED AS NEEDING SPECIAL ASSISTANCE									
		Proportion of Total Program Participants		Proportion of Identified Families Who Were Assisted		Average Number of Families Assisted Monthly					
						Assisted		Unassisted		Total	
		N	%	N	%	N	%	N	%	N	%
Get Set	3744	2703	72.2	2035	75.3	204	75.5	66	24.5	270	100.00

TABLE 2

GET SET DAY CARE

TYPE OF CONTACTS UNDERTAKEN BY SOCIAL WORKERS
TO ASSIST FAMILIES IN NEED OF SOCIAL SERVICES

Purpose of Contacts	TYPES OF CONTACTS									
	Setting of Contacts with Parents			Contacts with Community Agencies & Program Personnel						
	Contacts by Phone Only	Home Visits	Conference at School or Site	Sharing/Exhg. Information w/ Community Agencies	Referrals	Acting on Child/Adult's Behalf	Conference w/Program Personnel	Other (e.g., letters)	Total Contacts	
									N	%
Classroo· Attendance Behavior of Child	7317	566	3768	835	626	1097	4977	1290	20,476	16.88
Health Services for Child (Med/Den/Nutr.)	2734	146	2488	503	418	556	2448	1182	10,475	8.64
Mental Health Services for Child	347	35	466	116	196	262	694	455	2,571	2.12
Progress Report of Child	2221	35	2940	335	219	495	2845	207	9,297	7.67
Sharing Program Information with family	6681	201	5578	737	274	526	798	13293	28,088	23.16
Sharing Information About Community Ags.	2294	63	2128	853	412	428	687	2505	9,370	7.73
Parent's Employment/ Trg./Education/Illness	2339	95	2272	511	294	324	659	392	6,886	5.68
Intake-Termination Process & Recruitment	8305	149	8546	547	539	923	3046	4633	26,688	22.00
Other	1502	91	1364	319	113	121	866	3063	7,439	6.13
Total Percentage	33,740 27.81	1381 1.13	29550 24.36	4756 3.92	3091 2.54	4732 3.90	17,020 14.03	27020 22.27	121,290	100.01[1] 99.96

[1]Percentage does not total 100 due to rounding.

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TABLE 3

GET SET DAY CARE

NUMBER OF CONTACTS BY SOCIAL WORKERS
IN RELATION TO THE CHILD'S NEEDS

Purpose of Contact	Contacts Undertaken by Caseworkers									
	Parents		Community Agencies		Prg. Staff		Number of Contacts		Total Contacts	
	N	%	N	%	N	%	N	%	N	%
Child's Attendance	11651	56.9	2558	12.4	4977	24.3	19186	93.7	20476	100.00
Child's Physical Health	5668	51.2	1477	14.1	2448	23.3	9593	88.7	10475	100.00
Child's Mental Health	848	32.9	574	22.3	694	26.9	2116	82.3	2571	100.00
*Child's Progress Report	5196	55.8	1049	11.2	2845	30.6	9090	97.7	9297	100.00

TABLE 1

ORIGINAL FOLLOW THROUGH

NUMBER OF FAMILIES IDENTIFIED AS NEEDING SPECIAL ASSISTANCE
AND THE NUMBER OF FAMILIES ASSISTED

Program	Average Number of Families	FAMILIES IDENTIFIED AS NEEDING SPECIAL ASSISTANCE									
		Proportion of Total Program Participants		Proportion of Identified Families Who Were Assisted		Average Number of Families Assisted Monthly					
						Assisted		Unassisted		Total	
		N	%	N	%	N	%	N	%	N	%
Original Follow Through	2285	1115	48.8	946	84.8	95	84.8	17	15.2	111	100

TABLE II

TYPES OF CONTACTS UNDERTAKEN BY
PARENT INVOLVEMENT COORDINATORS TO ASSIST
FAMILIES IN NEED OF SOCIAL SERVICES

Purpose of Contacts	TYPES OF CONTACTS									
	Setting of Contacts with Parents			Contacts with Community Agencies & Program Personnel						
	Contacts by Phone Only	Home Visits	Conference at School or Site	Sharing/Exhg. Information w/ Community Agencies	Referrals	Acting on Child/Adult's Behalf	Conference w/Program Personnel	Other (e.g., letters)	Total Contacts	
									N	%
Classroom Attendance Behavior of Child	909	1493	392	112	768	304	994	114	5086	25.52
Health Services for Child (Med/Den/Nutr.)	794	1227	303	246	581	229	628	339	4347	21.81
Mental Health Services for Child	56	283	56	42	41	31	180	38	727	3.64
Progress Report of Child	234	509	140	33	146	45	232	157	1496	7.50
Sharing Program Information with family	619	811	375	124	103	58	220	1730	4040	20.27
Sharing Information About Community Ags.	302	313	169	86	113	57	123	49	1212	6.08
Parent's Employment/ Trg./Education/Illness	93	78	176	39	33	42	108	33	602	3.02
Intake-Termination Process & Recruitment	195	271	149	70	61	59	178	181	1164	5.84
Other	226	318	159	38	58	30	351	75	1252	6.28
Total Percentage	3428 17.20	5303 26.61	1916 9.61	790 3.96	1904 9.56	855 4.29	3014 15.12	2716 13.63	19926	99.96[1] 99.98

[1]Percentage does not total 100 due to rounding.

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TABLE 3

ORIGINAL FOLLOW THROUGH

NUMBER OF CONTACTS BY PARENT INVOLVEMENT COORDINATOR
IN RELATION TO THE CHILD'S NEEDS

Purpose of Contact	Contacts Undertaken by Caseworkers									
	Parents		Community Agencies		Prg. Staff		Number of Contacts		Total Contacts	
	N	%	N	%	N	%	N	%	N	%
Child's Attendance	2794	54.9	1184	23.2	994	19.5	4972	97.6	5086	100.00
Child's Physical Health	2324	53.4	1056	24.2	628	14.4	4008	92.2	4347	100.00
Child's Mental Health	395	54.3	114	15.6	180	24.7	689	94.7	727	100.00
*Child's Progress Report	882	58.9	224	14.9	232	15.5	1338	89.4	1496	100.00

TABLE 1

PREKINDERGARTEN HEAD START

NUMBER OF FAMILIES IDENTIFIED AS NEEDING SPECIAL ASSISTANCE
AND THE NUMBER OF FAMILIES ASSISTED

Program	Average Number of Families	FAMILIES IDENTIFIED AS NEEDING SPECIAL ASSISTANCE									
		Proportion of Total Program Participants		Proportion of Identified Families Who Were Assisted		Average Number of Families Assisted Monthly					
						Assisted		Unassisted		Total	
		N	%	N	%	N	%	N	%	N	%
Head Start	1115	557	49.9	384	68.9	38	69	17	31	55	100

TABLE II

PREKINDERGARTEN HEAD START
TYPES OF CONTACTS UNDERTAKEN BY
SOCIAL SERVICE WORKERS TO ASSIST FAMILIES IN
NEED OF SOCIAL SERVICES

Purpose of Contacts	TYPES OF CONTACTS									
	Setting of Contacts with Parents			Contacts with Community Agencies & Program Personnel						
	Contacts by Phone Only	Home Visits	Conference at School or Site	Sharing/Exhg. Information w/ Community Agencies	Referrals	Acting on Child/Adult's Behalf	Conference w/Program Personnel	Other (e.g., letters)	Total Contacts	
									N	%
Classroom Attendance Behavior of Child	784	774	470	67	36	49	1809	47	4036	29.6
Health Services for Child (Med/Den/Nutr.)	71	118	140	38	9	34	75	0	485	3.56
Mental Health Services for Child	3	11	1	3	11	11	90	4	134	0.98
Progress Report of Child	24	3	13	0	0	3	3	3	49	0.36
Sharing Program Information with family	1028	605	739	70	70	162	119	0	2793	20.50
Sharing Information About Community Ags.	311	140	176	71	201	102	79	2	1083	7.94
Parent's Employment/ Trg./Education/Illness	26	12	55	21	46	25	9	24	218	1.60
Intake-Termination Process & Recruitment	861	631	1265	9	18	228	253	0	3265	23.96
Other	361	280	206	75	61	150	283	144	1560	11.45
Total Percentage	3469 25.46	2574 18.89	3065 22.50	354 2.60	452 3.31	764 5.60	2720 19.96	224 1.64	13622	99.97[1] 99.96

[1]Percentage does not total 100 due to rounding.

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TABLE 3

PREKINDERGARTEN HEAD START

NUMBER OF CONTACTS BY SOCIAL SERVICE WORKERS
IN RELATION TO THE CHILD'S NEEDS

Purpose of Contact	Contacts Undertaken by Caseworkers									
	Parents		Community Agencies		Prg. Staff		Number of Contacts		Total Contacts	
	N	%	N	%	N	%	N	%	N	%
Child's Attendance	2028	50.2	152	3.7	1809	44.8	3989	98.8	4036	100.00
Child's Physical Health	329	8.2	81	16.7	75	15.4	485	100.00	485	100.00
Child's Mental Health	15	11.1	25	18.6	90	67.1	130	97.0	134	100.00
*Child's Progress Report	40	81.6	3	6.1	3	6.1	46	93.8	49	100.00

TABLE 1

CHILD CARE

NUMBER OF FAMILIES IDENTIFIED AS NEEDING SPECIAL ASSISTANCE
AND THE NUMBER OF FAMILIES ASSISTED

Program	Average Number of Families	FAMILIES IDENTIFIED AS NEEDING SPECIAL ASSISTANCE									
		Proportion of Total Program Participants		Proportion of Identified Families Who Were Assisted		Average Number of Families Assisted Monthly					
						Assisted		Unassisted		Total	
		N	%	N	%	N	%	N	%	N	%
Child Care	968	718	74.1	588	82	58	81.7	13	18.3	71	100

TABLE 2

CHILD CARE

TYPE OF CONTACTS UNDERTAKEN BY SOCIAL WORKERS
TO ASSIST FAMILIES IN NEED OF SOCIAL SERVICES

Purpose of Contacts	TYPES OF CONTACTS									
	Setting of Contacts with Parents			Contacts with Community Agencies & Program Personnel					Total Contacts	
	Contacts by Phone Only	Home Visits	Conference at School or Site	Sharing/Exhg. Information w/ Community Agencies	Referrals	Acting on Child/Adult's Behalf	Conference w/Program Personnel	Other (e.g., letters)	N	%
Classroom Attendance Behavior of Child	516	0	411	93	18	107	920	214	2279	11.86
Health Services for Child (Med/Den/Nutr.)	593	9	356	165	86	240	393	315	2157	11.22
Mental Health Services for Child	108	0	114	110	66	63	231	101	793	4.13
Progress Report of Child	275	0	535	54	15	81	794	147	1901	9.89
Sharing Program Information with family	917	0	848	125	71	179	123	379	2642	13.74
Sharing Information About Community Ags.	492	0	511	222	182	202	161	198	1968	10.24
Parent's Employment/ Trg./Education/Illness	537	1	539	132	108	89	432	246	2084	10.84
Intake-Termination Process & Recruitment	1517	0	1489	185	283	157	837	440	4908	25.53
Other	20	0	41	9	45	47	42	287	491	2.55
Total Percentage	4975 25.88	10 0.05	4844 25.20	1095 5.70	874 4.55	1165 6.06	3933 20.46	2327 12.11	19223	100.0 100.0

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TABLE 3

CHILD CARE

NUMBER OF CONTACTS BY SOCIAL WORKERS
IN RELATION TO THE CHILD'S NEEDS

Purpose of Contact	Contacts Undertaken by Caseworkers									
	Parents		Community Agencies		Prg. Staff		Number of Contacts		Total Contacts	
	N	%	N	%	N	%	N	%	N	%
Child's Attendance	927	40.68	218	9.57	920	40.37	2-65	90.62	2279	100.00
Child's Physical Health	958	44.41	491	22.76	393	18.22	1842	85.40	2157	100.00
Child's Mental Health	222	27.99	239	30.14	231	29.13	692	87.26	793	100.00
*Child's Progress Report	810	42.61	150	7.89	794	41.77	1754	92.27	1901	100.00

REVISED 8/78

SOCIAL SERVICES COMPONENT (MONTHLY) QUARTERLY REPORT

PROGRAM _____ SITE _____ SOCIAL SERVICES WORKER _____ Period _____ Date _____

1a) _____/_____ Families/Children — How many families and children participated in the program this (month) quarter? Include those who have left the program during the (month) quarter.

b) _____/_____ Families/Children — How many families and children left the program this (month) quarter?

2) _____ How many families did you contact this (month) quarter to follow-up on a service need which you had dealt with in a prior perio

3a) _____ How many families did you identify as needing assistance of a social services nature this (month) quarter (e.g., assistance in using community agencies)? DO NOT INCLUDE FAMILIES whom you have previously identified under Question 2 (above).

b) _____ Of this number, how many families were assisted this (month) quarter?

4) Please indicate the number and types of contacts with all families in the chart below:

Purpose of Contacts	TYPES OF CONTACTS							
	Setting of Contacts with Parents			Contacts with Community Agencies & Program Personnel				
	Contacts by Phone Only	Home Visits	Conferences at School or Site	Sharing/Exhg. Information w/ Community Ags.	Referrals	Acting on Child/Adult's Behalf	Conferences w/ Program Personnel	Other (e.g., Counseling, letters)
Classroom Attendance Behavior of Child								
Health Services for Child (Med/Den/Nutr.)								
Mental Health Services for Child								
Progress Report of Child								
Sharing Program Information with family								
Sharing Information About Community Ags.								
Parent's Employment/ Trg./Education/Illness								
Intake-Termination Process & Recruitment								
Other								

5) _____ Of the home visits you made this (month) quarter, please indicate the number of families you visited for the first time this 1978-1979 school year.

COMMENTS:

Revised 8/78

SOCIAL SERVICES COMPONENT-FOLLOW THROUGH PROGRAM

1a) _____/_____ Families/Children — How many <u>families and children</u> participated in the Follow Through Program this month? <u>Include</u> those who have left the program during the month.

b) _____/_____ Families/Children — How many Follow Through <u>families and children</u> left the program this month?

2) _____ How many families did you contact this month to follow-up on a service need which you had dealt with in a previous month?

3a) _____ How many Follow Through families did you identify as needing assistance of a social service nature this month? (e.g., assistance in using community agencies)? DO NOT INCLUDE FAMILIES whom you have previously identified under Question 2 (above).

b) _____ Of this number, how many families were assisted this month?

4) Please indicate the number and types of contacts with all Follow Through families in the chart below:

Purpose of Contacts	TYPES OF CONTACTS							
	Setting of Contacts with Parents			Contacts with Community Agencies & Program Personnel				
	Contacts by Phone Only	Home Visits	Conferences at School or Site	Sharing/Exhg. Information w/ Community Ags.	Referrals	Acting on Child/Adult's Behalf	Conferences w/ Program Personnel	Other (e.g., Counseling, letters)
Classroom Attendance Behavior of Child								
Health Services for Child (Med/Den/Nutr.)								
Mental Health Services for Child								
Progress Report of Child								
Sharing Program Information with family								
Sharing Information About Community Ag.								
Parent's Employment/ Trg./Education/Illness								
Intake-Termination Process & Recruitment								
Other								

5) _____ Of the home visits you made this month, please indicate the number of families you visited for the first time this 1978-1979 school year.

COMMENTS:

Follow Through

PARENT INVOLVEMENT COORDINATOR

MONTHLY REPORT

Name_____ School_____ Date_____

P.A.C. Meetings Attended

Date_____

Date_____

Date_____

Date_____

Parent Education Meetings (Attach Agenda)

Date_____ Topic_____

Date_____ Topic_____

Date_____ Topic_____

Date_____ Topic_____

City-Wide Task Force Meetings Attended

Date_____

Date_____

Date_____

Date_____

Home Visits

Week Ending	Number of Visits

Community Agencies

Date	Agency	Contact

Community Interest Groups

Date	Interest Group	Contact

Staff Contacts

Week Ending	Number of Contacts

Volunteers (attach xeroxed registers)

Registered	Working

Other Contacts (specify)

Date	Name

EARLY CHILDHOOD EVALUATION UNIT

Social Services Component Report Form
General Instructions, Definitions and Examples

This form is being used to collect information about the social service components of several Early Childhood Programs. Each form consists of four questions and a chart. The information compiled from these forms will show the nature and extent of the relationships between component personnel and families. Since the programs are different, it is likely that some items may not apply as well to one service worker as they do to another.

The chart (Question 4) looks at two dimensions of social services. The heading on the left labeled "Purpose of Contacts" is the areas in which a service worker may be called upon to assist a child or family. Across the top, "Types of Contacts" list some of the methods service workers may undertake to assist the family. In other words, the rows are labeled with situations that call for assistance from service workers and the columns are some methods of responding to the child or family's needs.

Instructions for Using the Social Service Information Report Form

QUESTIONS:

1a) Indicate the total number of families and children enrolled during the (month) quarter including those who have been terminated or transferred from the program.

b) Self-explanatory

2) Record the number of families that you assisted in a previous period and are assisting again in the current reporting (month) quarter.

3a) Indicate the number of families whom you have identified, for the first time this (month) quarter as needing your assistance. These families may have been referred to you by someone or identified as a result of your regular contacts with families.

b) Record only those families given assistance whom you have identified under Question 3a) above.

4) Include on the chart, all families regardless of whether or not they were initially identified this month.

PURPOSE OF CONTACTS

Classroom Attendance Behavior of Child

Use this category to record contacts you made about any attendance related situation which would prevent the child from deriving the maximum benefits from the program such as 1) chronic absence, 2) lateness, and 3) chronic need for early dismissal or early pickup.

Health Services for Child

Health needs in the areas of medical or physical, dental and nutrition.

Mental Health Services for Child

Record service activities provided by community agencies external to the program (e.g. Learning Institute) and/or mental health services provided by the program including School District services (e.g., PEACH, EPSDT). Mental Health service areas include speech, language or hearing impairment, mental retardation, emotionally disabled, developmentally delayed, learning disabled, etc.

Progress Report of Child

Record activities related to monitoring child development or conducting periodic child evaluation through observations, conferences, use of consultants, etc.

Sharing Program Information/Home-School Liaison

Record all contacts which have as their main emphasis informing families about aspects of the program or situations where you acted as the link between the home and program. Collecting trip slips or notifying parents of meetings would be recorded here. DO NOT INCLUDE activities related "Progress Report of Child."

Sharing Information About Community Agencies

Record contacts you have conducted with families about how to obtain needed services such as housing, financial assistance, food stamps, etc.

Parent's Employment/Training/Education/Illness

Use this category if assistance is related to employment, training, educational or major health needs of the parent. Other assistance such as child management or marital dysfunctioning are to be recorded under "Other."

Intake-Termination Process & Recruitment

Record all contacts which are related to the process of participating in the program, that is, recruitment, admission, maintaining (re-certification) or transferring, and termination of the family or child from the program.

Other

All other contacts with the child or family which have not been recorded in above items are recorded here (e.g., domestic problems).

TYPES OF CONTACTS

Parent Contacts by Phone Only

Record in this column the total number of phone contacts to parents. If you have made more than one call to a parent, record them all. EXCEPTION: If there was a visit and/or a center conference in addition to the phone call, do not record the call. Example: If you made a single home visit preceeded by a phone call, record only the visit. If you have made one home visit and three phone calls, record one home visit and two phone calls. This exception also applies to "Parent Conferences at School or Site."

Home Visits

Record the number of home visits you have made during the month (quarter). Record all visits, even if you have made more than one visit to a single family.

Parent Conferences at School or Site

Record all contacts or conferences that you have arranged or situations where a parent stopped by without prior notice.

Sharing or Exchanging Information with Community Agencies

Record all of the contacts you made with agencies external to your program to assist parents obtain social services. These contacts may be by phone or in person and include agencies such as the County Board of Assistance, a health maintenance organization, etc. DO NOT INCLUDE REFERRALS HERE.

Referrals

Record all contact made to agencies external to your program for health, educational, social or other welfare services for the child or family.

Cases Where you Acted on the Child/Adult's Behalf

Record those situation where a parent or child has been unsuccessful in securing a service and you have interceded or spoken for them (role of advocacy).

Other

All other forms of contacts that are not included under columns 1-7 such as counseling sessions, letters, transporting children, etc.

5) This item is to obtain information on the number of families that have received a home visit at least once during the program year from the social service worker. Please indicate the number of families who have received a home visit during the program year (September 1978-June 1979). Example: If you made 10 home visits in January 1979, and of these 10 families, you made a home visit to 2 families for the first time during the program year, indicate "2".